

# Literacy Throughout the Day

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# Reading Hieroglyphics

**L**=Learned new info

**?**=Question

**BK**=Background  
Knowledge

**C**=Connection

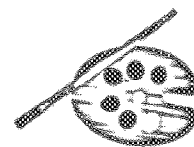
**!**=Surprising/ Absurd!!!

**\***=Important/ Key Idea

**WC**= Writer's Craft/  
Author's Style

# THE "READING WITH YOUR PEN" PALETTE for Annotating Texts

Developed by Ryan R. Goble with Lauren Fardig and Elizabeth Davis at Banana Kelly High School - Bronx, NY



- 1 Write a question or make a statement about something you read in the margin. Draw a line to the relevant part of the text.
- 2 Circle a word you don't know. Look up the word's definition using a dictionary or [www.dictionary.com](http://www.dictionary.com). Write the definition or synonym of the word in the margin.
- 3 Draw an → (arrow) to illustrate the link between two parts of the text. Write your explanation near the arrow or in the margin.
- 4 Circle an idea in the text that you find enlightening (an idea that you find very interesting or that taught you something). Find a way to "thank" the author for that idea in the margin.
- 5 Underline something you disagree with and write a note in the margin to explain why. Be constructive!
- 6 Draw a ☺ next to something that made you laugh or smile, and explain why in the margin.
- 7 Draw a 🎧 (horn) next to a passage that made you hear a sound in your mind. Next to the 🎧, describe the sound and the feelings created in your mind.
- 8 Underline a sentence you found totally confusing. Draw a big ? (question mark) next to the sentence and in the margin, write about why you found it confusing.
- 9 Write an E near part of the text where an event is described. In the margin write down what you think are the cause and the effect of this event.
- 10 Is there a word in the text that is hard to pronounce? If so, ask how that word is pronounced and make note of the pronunciation next to the word using a phonetic (FO-NEH-TIC) spelling.
- 11 Draw a box around a sentence that you think is the main idea, thesis, or organizing concept of the text you're reading.
- 12 Write a specific comment about how you find an idea in the text interesting or useful. You may also reflect on what it made you think about.
- 13 Remix/rewrite/translate/paraphrase part of the text into your own words. Write your own version of the text in the margin.
- 14 Draw a ★ (star) next to a word, concept, or idea from the text that you learned about in another class. Write what you remember about that word or concept in the margin.
- 15 Write down a comment that builds on what you just read. For example, you might make a connection between the reading and your life, imagine you're in a conversation with the author, or predict what might happen next.
- 16 Draw a 🔑 (key) next to something that you think is a "key" idea. Explain in the margin why you think this idea is important.
- 17 Underline a sentence you found surprising. Draw a big ! (exclamation mark) next to the sentence that caught your attention in the margin.
- 18 Draw a J (hook) next to a part of the text that "hooked" your attention. In the margin write why the passage hooked you.
- 19 In the margin, draw a simple picture or cartoon to help you understand something in the text. Draw an arrow connecting your picture and the text.
- 20 Write and answer the 5Ws & 1H (Who, What, When, Where, Why, How) in the margin of the text.
- 21 Draw an ✂ (ax) next to a part of the text that you think is unnecessary and should have been cut. Explain why you felt that part of the text wasn't necessary for the reader.

# The New York Times upfront

The Newsmagazine For Teens

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## Should the Penny Be Retired?

It's been our smallest-denomination coin for 150 years. But if people are leaving pennies at the cash register, is it time to get rid of them?

### YES

Inflation has so eaten away at the value of the penny that it is no longer useful: it is simply a nuisance. The penny has been our lowest-denomination coin since 1857, when the half-penny was retired. (At the time it was retired, the half-penny was worth more than the equivalent of a dime today.)

Pennies are now worth so little that people often don't pick them up off the street, despite the lucky-penny adage. As Harvard professor of economics Gregory Mankiw points out, "When people start leaving a monetary unit at the cash register for the next customer, the unit is too small to be useful."

But what harm is caused by continuing to mint the penny? First, it's a waste of time. Most cash transactions involve the exchange of pennies, and this increases the time it takes to complete them.

Second, minting pennies is a waste of money. The U.S. Mint produces about 7 billion pennies a year at a cost of \$100 million. Pennies are made of copper and zinc, two metals that have recently soared in price. Because of the high value of those metals, a penny is worth more melted down than as U.S. currency. (In fact, the Mint recently announced that it's illegal to melt down the penny.)

A simple way to retire the penny would be to round each cash transaction to the nearest nickel. Similar reforms have been successful in other countries, including Australia and the Netherlands. The U.S. might have already made similar changes if not for lobbying by the zinc industry to keep the penny in circulation.

The penny has outlived its usefulness. Let's retire it.

—Jeff Gore

Citizens for Retiring the Penny

### NO

Abolishing the penny would hurt both consumers and the economy.

The alternative to the penny is rounding transactions to the nearest nickel. But that will make goods and services more expensive.

Since the objective of any business is to maximize profits, most prices would be rounded up—and research suggests that consumers would spend an additional \$600 million a year as a result. Inflation from rounding up would in turn have a significant impact on government spending: A report by an economics professor at Penn State estimates that abolishing the penny would result in an extra \$1 billion in government spending over five years, since payments from many government programs are tied to inflation.

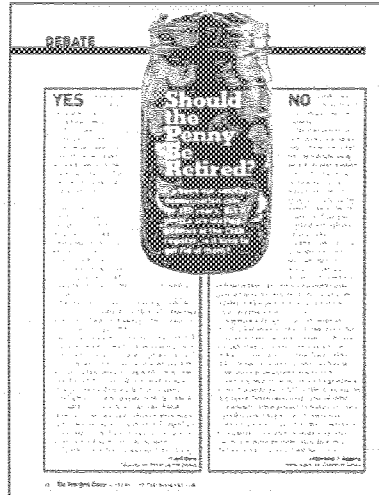
Opponents of the penny argue that no one will miss the penny since few people use cash anyway. But the majority of purchases of \$10 or less are still made with cash. Many low-income Americans don't have bank accounts or credit cards. Rounding would hurt all Americans, but the poor and other disadvantaged people would be disproportionately affected.

Abolishing the penny would not save the government money. Without the penny, the U.S. Mint would produce more nickels. Due to soaring metal prices, the nickel costs almost 10 cents to produce. Spending more money to produce more nickels is no way to save money.

According to a recent poll, more than 70 percent of Americans support keeping the penny in use. There is no need to abolish the penny, especially when the change would hurt consumers and the economy.

—Matthew J. Eggers

Americans for Common Cents



## Is the US getting rid of the penny?

It's been in circulation since 1793 and has borne Abraham Lincoln's face since 1909, but some Americans say the U.S. Mint should get rid of the penny, especially in light of Canada's decision to do away with that country's 1-cent piece.

The Royal Canadian Mint officially stopped distributing the penny earlier this year.

For Gore, getting rid of the penny just makes good financial sense.

# DOUBLE ENTRY JOURNAL/ TWO-COLUMN CHART

NOTES IN OUTLINE FORM	RESPONSE/REFLECTION
POSITIVE  COMPUTATIONS  PROBLEM  REASONS FOR  OPINION  QUOTE FROM TEXT  QUOTE FROM TEXT  QUOTE FROM TEXT  QUOTE FROM TEXT  AGREEMENTS  NOTES  OBSERVATIONS  ADVANTAGES  WORDS  FACTS	NEGATIVE  EXPLANATION OF THINKING  SOLUTION  REASONS AGAINST  PROOF  EXPLANATION OF IMPORTANCE  PERSONAL CONNECTIONS  RELATIONS TO PREVIOUS UNIT  DISCUSSION QUESTIONS  DISAGREEMENTS  INTERPRETATIONS  INFERENCES  DISADVANTAGES  IMAGES  FEELINGS
THEY SAY	I SAY



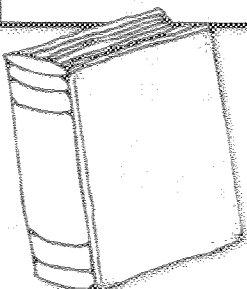
What the Text  
Said...

My Thinking...

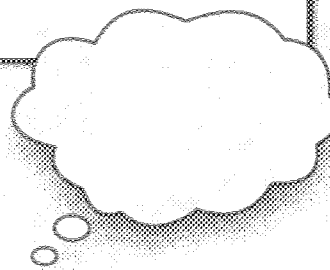
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Real  
ReadIng.



# Metacognition

## Thinking Stems

I'm Wondering...

I'm Thinking...

**I'm Noticing...**

I'm Seeing...

I'm Feeling...

It Reminds Me of...

I'm figuring out...